

# Strathyre Primary School



## Standards and Quality Report

2017/2018

Strathyre Primary School aims to nurture all children academically, emotionally, socially, aesthetically and physically. We aspire to create an environment in which our children and staff can reach their true potential, feel happy, valued and confident in the knowledge that all people are treated with fairness and respect.

**Our school motto is:** 'Teamwork, Confidence, Honesty, Respect and an Eagerness to Learn.'

Our aspirations, for the children of Strathyre Primary School reflect the four capacities outlined in Curriculum for Excellence. We would like all children in our care to be Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors.

**Context of the school:**

Strathyre Primary is a small, rural school set in beautiful environs. The school is situated at the foot of Ben Sheann and this provides an interesting and stimulating environment where the children can learn and play. It was built in 1960 replacing the original school. The school serves the villages of Strathyre, Balquhiddar and Lochearnhead and the present school is built to a modern design on two levels. In August 2017 we decanted to McLaren High School to facilitate an extensive refurbishment and extension. We will be moving back into our school in approximately one year.

We have a rising school roll, 42 children and 32 families. The catchment area is very diverse and an influx of new pupils or even one family can change this profile markedly. Staffing comprises of a teaching Headteacher, a full-time teacher and a part time class teacher. This year we have also had a newly qualified teacher undertaking their probationary year. We have a full time Classroom Assistant and an Administration Assistant. We have regular visits from SLT, ASN and ASD Outreach staff who provide guidance and advice to staff.

**School values and aims:**

- To create a welcoming, calm, happy and purposeful atmosphere in which to learn and grow.
- To provide an environment that is attractive and stimulating which encourages all pupils to engage in purposeful and meaningful learning experiences.
- To encourage all children and staff to provide positive role models, demonstrating consideration and respect for others.
- To work closely with all partners to continue to provide high quality, inspirational education, free from discrimination, leading to high attainment and increased achievement for all pupils.
- To provide a framework which supports and develops the skills and capacities of all staff.
- To deliver a curriculum which engages pupils in developing the skills and knowledge required to make informed choices and decisions and to understand different beliefs, cultures and needs.
- To provide opportunities for children to experience learning for life and work skills, through partnership arrangements with local businesses and individuals.

**We plan to fulfil this vision by** working towards school improvements outlined in the School's Improvement Plan, working in partnership with the parents including the Strathyre Parent and Staff Partnership and the wider community and through ongoing staff development and training.

**The purpose of this Standards and Quality Report is to inform the School community on School Improvements undertaken in 2017-2018 and the impact that this has had on:**

- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.3 Learning teaching and assessment
- 2.6 Transitions
- 3.1 Improving/ ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

The School's Improvement Plan is cognisant of Stirling Council's Schools, Learning and Education Improvement Priorities, the National Improvement Framework, GIRFEC (Getting it right for Every Child) and the Curriculum for Excellence, the Additional Support for Learning Act, the Parental Involvement Act and the Careers Education Framework 3-18.

**Key Priorities from the School Improvement Plan 2017-2018**

- To improve attainment in literacy, focusing on the teaching of phonics and the development of robust reading skills throughout the school.
- To improve attainment in numeracy through the systematic teaching of mental maths strategies and the use of the Numeracy Strategy.
- Improvement in children and young people's health and wellbeing through the identification of 2 nurture principles and the use of Growth Mindset approach to learning.
- As a learning community develop a progressive approach to 1+2 languages
- As a learning community, assess and moderate numeracy across learning to reach agreed standards for the achievement of a Curriculum for Excellence level.
- To work collegiately with Learning Community Schools to moderate the quality of writing.
- Develop the skills of all teaching and support staff in using the Model for Improvement to track improvements in attainment and attitudes in pupils.
- Successful decant to McLaren High School and collegiate/collaborative working with staff and pupils during the school year.

## Self-Evaluation Evidence

A programme of monitoring activities is in place and all stakeholders have been involved in the self-evaluation process. Evidence has been collated through questionnaires, classroom visits and observations, professional dialogue, meetings, scrutiny of work and informal discussions with pupils, parents and staff. The impact of school development priorities is carefully monitored to ensure the best possible outcomes for our children.

## Review of progress for session 2017-18

<p><b>School Priority 1:</b> To improve attainment in literacy, focusing on the teaching of phonics and the development of robust reading skills throughout the school.</p>	
<p><b>National Improvement Framework Priority</b> Literacy and Languages Improvement in attainment, particularly in literacy. <b>Key drivers for improvement</b></p> <ul style="list-style-type: none"> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• Performance information</li> </ul>	<p><b>HGIOS4 Quality Indicators &amp; HGIOELC</b></p> <ul style="list-style-type: none"> <li>• 1.3 Leadership of Change</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 3.2 Raising attainment and achievement</li> </ul> <p><b>Integrated Children's Services Plan Outcomes</b> Support for disadvantaged and vulnerable children, young people and families is improved.</p>
<p><b>Progress:</b></p>	<ul style="list-style-type: none"> <li>• Teachers gathered pupil views on reading and spelling to assess the level of engagement and enjoyment (P4-7). Pupil feedback and analysis of reading audit informed planning and organising reading routines and learning experiences to ensure that they were enjoyable and making a difference to reading engagement.</li> <li>• A new literacy resource was introduced in the lower school, Read, Write, Inc, to promote and support the acquisition of literacy skills in phonics, reading and writing. Staff have been trained in Read, write, Inc</li> <li>• Each family was provided with helpful information and a pack of resources to use at home and at parent's evening in November, a trained member of staff talked to parents in a one to one setting about strategies to support their children's reading.</li> <li>• Accelerated Reading, an online reading resource was introduced from P4-7 and staff were trained. All children in P4-7 read for 20 minutes each morning. The P4 children read to an adult where possible. P3 pupils were registered from January 2018.</li> <li>• Additional support for literacy was introduced by having 8 hours extra SLA support for targeted interventions.</li> <li>• Extra Dandelion Phonic Readers were bought for learners in P1-3 to reinforce the learning of initial sounds.</li> <li>• Both classes signed up for the First Minister's Reading Challenge. The P1 children were given STORY SACKS to take home and read with their parents. All children in P1-2 read aloud each day to an adult. Children in P3 read twice weekly and to their peers in group reading sessions.</li> <li>• Model for Improvement has been introduced to track the progress of interventions. Gaps were identified and targeted interventions were planned to include small group reinforcement of daily phonics. Progress was tracked using tests of change.</li> <li>• A 'Reflective Reading' approach to reading and comprehension has been introduced.</li> <li>• All class teachers are now engaged fully with the Literacy Benchmarks and have used them to track progress.</li> <li>• Reading is now celebrated regularly during weekly Achievement Assemblies.</li> </ul>
<p><b>Impact:</b></p>	<ul style="list-style-type: none"> <li>• The majority of children in P4 -7 increased their Reading Age by between 1 and 3 years between October 2017 and May 2018.</li> <li>• There has been a marked improvement in pupil engagement since the introduction of Accelerated Reading.</li> <li>• Survey results highlighted three key themes: pupils enjoy reading books of an appropriate level for them, they want to be presented with a level of challenge and they appreciate the routine of reading every day. The quiz and word count encourages them to challenge themselves to read independently and with an increased depth of comprehension. Pupil comments included: <i>Moving to new book levels is fun. (P4)</i> <i>I like starting the day with time to read as it is a nice process. (P5)</i> <i>I didn't like reading very much but have found enjoyable books in Accelerated Reading because of the book labels. (P5)</i> <i>I like picking new books as there are loads to choose from, and you can see what you might like to read next in the class. (P7)</i></li> <li>• All pupils achieved Early Level reading this year as a result of the implementation of <b>Read Write Inc Phonics</b> in P1-3 which has insured a consistent approach to the teaching of phonics and reading. Regular phonics assessments monitor learners' progress and ensure individuals receive targeted support where required.</li> </ul>

	<ul style="list-style-type: none"><li>• Learners' experiences have improved as result of the newly introduced <b>Reflective Reading</b> approach to comprehension. The quality of pupil discussions and listening skills within the class have improved as evidenced through teacher's observations.</li></ul>
<b><u>Next steps:</u></b>	<ul style="list-style-type: none"><li>• Continue to monitor and track progress of interventions and new approaches through small tests of change.</li><li>• Further develop Read, Write, Inc approaches to include the introduction of 'Fresh Start', a phonics intervention for P4 upwards.</li><li>• Embed Accelerated Reading over the next three years.</li><li>• Further improve reading skills teachers will now embed the Reflective Reading approach from P3-7.</li><li>• Introduce 'Talk4Writing' approach with P1-3 pupils.</li><li>• Improve the use of technologies to support literacy learning to include the introduction of IDL online spelling intervention in P2-7 and iPad Apps to support children with dyslexia.</li><li>• Improve writing skills from P1-7 through innovative and creative approaches including outdoor learning in literacy.</li></ul>

### **School Priority 2: Mental Maths Strategies**

- To improve attainment in mental maths through the teaching of mental maths strategies and the use of the Numeracy Strategy.
- Assess and moderate numeracy across learning with McLaren Community Schools.
- Develop the skills of staff in using the Model for Improvement to track measurable improvement in Numeracy across the learning community.

#### **National Improvement Framework Priority**

Improvement in attainment, particularly in numeracy.

#### **Key drivers for improvement**

Teacher professionalism

Parental engagement

Assessment of children's progress

Performance information

#### **HGIOS4 Quality Indicators & HGIOELC**

1.2 Leadership of Learning

1.3 Leadership of Change

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

#### **Integrated Children's Services Plan Outcomes**

Support for disadvantaged and vulnerable children, young people and families is improved.

#### **Progress:**

- An audit of maths and numeracy resources was carried out. We invested in maths and number games for all ages, including shape, tessellation and angles resources, construction materials and a series of Heinemann Active Maths cards and teacher's books.
- Teachers now using a wider variety of maths resources for the teaching of numeracy and mental maths.
- Systematic teaching of calculation strategies more evident in planning of daily numeracy.
- Increased use of active learning activities, games and IT to promote learning, including iPads.
- Support for Learning teacher provided targeted support aimed at P2 to develop and use mental maths strategies.
- Targeted support aimed at P3 children working with a member of the teaching staff, three times a week to provide more challenge and pace of learning. P4 and P7 children are also targeted for small group teaching sessions.
- Increased opportunities for real life and relevant experiences for the pupils to apply their numeracy skills, e.g. business ventures, shopping, ordering.
- Increasingly effective use of resources in class to support mental maths, e.g. 100 square, number line, information mat.
- Practice in numeracy teaching is improved through participation in Numeracy Trios with Learning Community schools including improved assessment and moderation of numeracy across learning.
- Staff are now beginning to provide opportunities for holistic assessment in their planning following a CLPL session in holistic assessment.

#### **Impact:**

- All pupils achieved Early level, and most children achieved both First and Second Levels. Most children are achieving expected levels of attainment in numeracy and maths as indicated in the Progress in Maths scores across the school.
- Teaching of mental maths is now more consistent and related to what the children are learning in class.
- Standards have been agreed and examples of evidence of achievement of a level at key stages P1, P4 and P7 in numeracy as part of LC moderation.
- The model for improvement has been helpful in informing appropriate interventions and next steps and assessing risk associated with those. This was exemplified when teaching staff carried out a small step of change to track the learning of times tables with the P4 pupils. Initial results were positive but the pupils did not retain their learning.
- The majority of pupils made good progress in learning number bonds to 10, and support and consolidation was planned for those who needed it. This was clearly indicated when the Support for learning teacher carried out a small step of change with identified pupils to assess the learning of number bonds to 10.

#### **Next steps:**

- Develop a Mental Maths Strategies and distribute to parents.
- All staff to use the Model for Improvement to track progress using small steps of change, with either groups or individuals.
- Provide regular opportunities for children to apply their learning by identifying holistic assessment opportunities in planning to make connections with other curricular areas including numeracy and maths in Outdoor Learning activities.
- Improve learners' experiences by supporting with high quality resources. Investment in NUMICON number frames. PEF money will be used to purchase other related materials to use with Numicon.
- Improve children's confidence in numeracy through the introduction of the Maths Masters School Club for P1-3.
- Increase family learning by using Number Sacks with pupils ; particularly focus on P1

**School Priority 3: Health and Wellbeing – Nurture and Transition**

Build resilience and the capacity to learn in each individual child through adopting a Growth Mindset approach. Collaborative working with staff and pupils to ensure a successful decant to McLaren High School during the school year. All pupils to be supported emotionally throughout transition process to high school.

**National Improvement Framework Priority**

Closing the attainment gap between the most and least disadvantaged children.  
Improvement in children and young people’s health and wellbeing.

**Key drivers for improvement**

Teacher professionalism  
Parental engagement  
Assessment of children’s progress

**HGIOS4 Quality Indicators & HGIOELC**

- 1.3 Leadership of Change
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

**Integrated Children’s Services Plan Outcomes**

Health and wellbeing outcomes are improved for children and young people.

**Progress:**

- We attended a collegiate session including all school staff to discuss the six principles of nurture. We identified two to develop this year and discussed our chosen nurture principles with Educational Psychologist. We also discussed how to use the wellbeing indicators to meet the children’s needs.
- We have a Nurture Action Plan in place.
- Class Charters in place in both classrooms.
- Use of the language of Growth Mindset in pupil reports and parent, teacher meetings. Children are encouraged to be aspirational and resilient. They are recognised for trying their best during weekly achievement assemblies.
- Training for staff to deliver a series of drama workshops dealing with the themes of bullying, discrimination, differences, e.g. Max in the Class.
- The pupils participated in a week of singing and dancing with Rookie Rockstars, whose songs target anti-bullying, resilience, honesty and doing your best.
- Target setting focused on HOW and WHY we learn and improve and not just WHAT we learn.
- Pupil involvement in the termly BIG SIP meeting, school committees and regular feedback in jotters, ensures pupil voice is heard and heeded.
- We worked with all stakeholders to promote the importance of healthy eating and developed a school policy for healthy snack time.
- Staff worked with all stakeholders to ensure that the transition to MHS was organised and gave pupils a feeling of ownership.
- Our P4-7 children visited the STEM room to observe older pupils coding robots to carry out tasks. They will be participating in a Learning Community Robotics Challenge in September at the high school.

**Impact:**

- Nurture audit with pupils to assess impact of the Nurture Action Plan.
- SHANARRI Wellbeing wheel is used to track the individual health and wellbeing of children, twice annually.
- Rookie Rockstars - qualitative data shows that almost all of the children felt that they had learned something about themselves and the importance of being fair and supportive of others.
- Max in the Class – pupils were able to talk about bullying, discrimination and negative attitudes to others in an informed manner. They also felt that adopting roles helped them to feel what it would be like to be bullied.
- Class Charter enabled the children to refer back to it if somebody was not abiding by the class expectations of behaviour.
- Participation in the BIG SIP meetings has had a positive impact on pupil engagement with change and improvement. School priorities are discussed each half term and colour coded depending upon the views of the children. Children were also involved in decision making around the spending of this year’s PEF money.
- Children were involved in planning where they could play, do the SKC (Strathyre Kilometre Club) and lunchtime procedures. Staff from Strathyre and MHS have worked together to make the most of this wonderful opportunity. Our children have participated in a timetable of sports events during class time and at lunchtimes. They have worked with an Art teacher to explore the poem, ‘Tam O Shanter’ and produced work of a high standard. Some pupils also participated in an S6 Science investigation.
- Pupils have increased their expertise and knowledge in coding in preparation to taking part in the McLaren High School STEM Festival in 2018/19, P4-7.

**Next steps:**

- Assess impact of work to date and identify new nurture principles to focus on this year. Investigate training for staff.
- Embed Growth Mindset to identify what it really means to be a GM school? Work with parents to encourage them to use the language of GM approach at home.

- Identify a specific time fortnightly, to timetable 'learning conversations' with children.
- Extend opportunities to include STEM experiences in the life of the school, e.g. Cookery Club, Robotics Club.
- Investigate 'Founders4Schools' to invite individuals with a particular expertise into school to talk to and work alongside our pupils. Continue to develop business links within the local communities.
- Investigate possibility of Sport's Leaders visiting Strathyre to maintain the strong links we have forged with McLaren High School.
- Ensure transition arrangements are in place for all children for a successful decant from McLaren High School to Strathyre in October 2018.
- Implement plans for extra-curricular activities, e.g. sports clubs and cookery classes on return to Strathyre. Investigate Children's Café once each term for local residents to meet and talk to pupils.
- Investigate the possibility of working with the Educational Psychologist and another Learning Community school to explore the use of 'Mindfulness' strategies to enable the children to calm their minds and be ready to learn.
- Continue to work with parents to share their skills through a timetable of Master Classes throughout the year.

**Learning Community Priorities:**

- As a learning community, assess and moderate numeracy across learning.



- Agreed standards and evidence provide assurance of achievement of a level at key stages P1, P4 and P7.
- As a learning community develop a progressive approach to 1+2 languages.
- Agreement across LC schools to use CYPIC methodology to measure improvement in maths.

**National Improvement Framework Priority**  
Improvement in attainment, particularly in literacy and numeracy.

**Key drivers for improvement**

Teacher professionalism  
Assessment of children's progress

**HGIOS4 Quality Indicators & HGIOELC**

2.2 The Curriculum  
2.3 Learning, teaching and assessment

**Integrated Children's Services Plan Outcomes**

Raised attainment for all young people leading to positive destinations.

**Progress:**

**Numeracy Moderation and trios**

- Numeracy trios were reorganised to reflect changes in staff, stages and working patterns.
- Assessment and Moderation calendar was in place and opportunities for moderation of curricular levels timetabled and included in Working Time Agreements for teaching staff.
- Teaching staff attended awareness raising sessions in the collation of holistic assessment evidence and the judgement of curricular levels.
- Working in numeracy trios, partners developed holistic assessments that could be used and were appropriate to age and stage of pupils.
- A half day moderation and a twilight in April was timetabled where teachers discussed their evidence of achievement of curricular levels.
- Strathyre participated in moderation of writing sessions with a Learning Community school.

**Model for Improvement**

- Both support and teaching staff participated in CYPIC Methodology training to enable staff to use this approach as a measurement tool to monitor the impact of interventions with groups and individuals.

**LC Languages 1 + 2**

- The progressive planner for French is embedded in teacher's forward planning. Staff training in Early Level FLAME.
- The Learning community discussed how to take forward the L3 option. Most schools chose to teach Spanish for a term each year with P6-7 pupils. A language of choice to be taught during the P5 year.
- The Learning Community Working group for Spanish did not go ahead as national guidance for L3 options was not published until early in 2018.

**Impact:**

- All staff were aware of agreed moderation timelines and developed school expectations re holistic assessment.
- Numeracy trios planned together and shared good practice in evidencing the achievement of a level.
- School planning identified opportunities for holistic assessment for all stages.
- School Working Time agreements adhered to timelines and enabled the successful completion of the assessment and moderation calendar.
- All schools participated in a moderation session of ACEL before undertaking final assessments of teacher judgements at Early, First and Second levels.
- Agreement across all Learning Community Schools to use CYPIC methodology to measure improvement in numeracy and other areas of the curriculum.

**Next steps:**

- Learning Community moderation to focus on both literacy and numeracy. Collate evidence for two children working within each level throughout the year. This evidence will be moderated during LC sessions.
- Planning of learning needs to identify and evidence opportunities for holistic assessment for all stages.
- To increase children's confidence from P1 - P7 in speaking French.
- Development of a Learning Community Working group to begin to develop progressive planners for Spanish for Primary 5 to 7.
- Investigate training opportunities in Spanish for teaching staff and further invest in quality resources.
- Quality assurance focusing on 1+2 approaches including effective planning, observation.



### **Progress and impact of Pupil Equity Fund:**

In February 2017, we received notification of additional funding from the Scottish Government to target closing the poverty related attainment gap. Using assessment data and FSM information we targeted literacy, specifically the acquisition of phonics and reading skills across all curricular levels.

**Read, Write, Inc** – introduced in P1-3, results show raised levels of reading attainment within year groups and specific individuals. For pupils who were not making expected progress, daily 'Run Charts' were completed to track recall, recognition and letter formation. All children experienced success and are reading and writing with more confidence, with one child making significant progress. Analysis of data has identified next steps for individuals. Teacher judgement in May 2018 demonstrated that 100% of pupils achieved Early Level in reading, 20% above National figure, therefore we will continue to embed the R, W, Inc approach with P1-3 children next year. We will also invest in 'Fresh Start,' an intervention for children who need to consolidate their spelling patterns in P4 - 5.

**Accelerated Reading** – AR was introduced to the P4-7 class in October 2017. All children participated in 20 minutes of reading each day and completed quizzes to assess their understanding. The majority of children increased their reading age by between 1 and 3 years. Teacher judgement in May 2018 demonstrated that 80% of pupils achieved First Level in reading, -9% in comparison to June 2017 but +3% above National statistics. 100% achieved Second Level reading, +29% since June 2017 and +24% higher than National figures. The results in both attainment and reading enjoyment are promising therefore we will continue to use AR to engage and motivate our pupils. We have purchased a three year subscription for 25 pupils.

**Reflective Reading** – RR involves the pupils in discussions around the comprehension of texts of choice. It is a structured learning approach where children adopt roles within small groups, feedback and share opinions. Class teachers are using this approach to promote confidence in talking and listening skills and have noted a marked difference in the quality of discussions within all year groups. They will continue to embed this approach next year.

### **Wider achievements:**

- Strathyre Primary School achieved the Silver School Sports Award.
- A team of P5 pupils from Strathyre, Killin and Crianlarich took part in the Learning Community Athletics Festival and won first place. The team then took part in the Stirling Sports Athletic Festival at the Peak, competing against pupils from all schools within the Stirling catchment.
- Sixteen children in P4-7 took part in the Mini Stuc a Chroin Hill Race in Strathyre and achieved first and third places in the boy's race.
- All children from P1-7 participated in a variety of lunchtime clubs organised by McLaren Sports Leaders.
- Individuals and teams took part in cross country running events, the MHS gymnastic competition, a netball tournament, the Stirling track and field event and the first lacrosse tournament for schools in the Stirling area.
- All pupils have had the opportunity to take part in skiing lessons at Fir Park and achieved individual success.
- P6 - 7 completed their Bikeability Stage 2 training this year.
- Our four P7 pupils competed in the Rotary Club Quiz.
- All pupils took part in both context presentations and school shows this year. They also performed a number of anti-bullying songs to an audience in partnership with 'Rookie Rockstars.'
- The Primary 7 children came 2<sup>nd</sup> in the McLaren Learning Community 'Developing the Young Workforce Challenge' in December 2017.
- The children have organised fundraising events throughout the year including raising money for Start-up Stirling, Sports Relief and Children in Need.

### **Key priorities for improvement planning 2018 - 2019**

- Improve attainment in literacy, focusing on phonics, reading comprehension and developing writing skills.
- Improve confidence and attainment in mental maths and problem-solving strategies.
- Foster and maintain a nurturing ethos that will support a successful transition back to Strathyre Primary School ensuring all learners' needs are met.
- Improve children's wider achievements by increased opportunities for pupils in P.E. and offer after school clubs in partnership with Active Stirling.
- Improve skills in digital technology for all pupils through the introduction of Google Classroom and embed the use of progression pathways to plan learning.
- Develop skills for life and work through real life work experiences.
- Improve teacher confidence in judging achievement of curricular level through moderation of literacy and numeracy, working collegiately with Learning Community Schools.
- Develop a progressive approach to 1+2 languages through working collaboratively with the McLaren Learning Community.